

1972

An Experimental Study of the Effect of Long Hair Worn by Males upon Immediate Recall in the Classroom Situation

Edward George Sutter

Eastern Illinois University

This research is a product of the graduate program in [Speech Communication](#) at Eastern Illinois University.

[Find out more](#) about the program.

Recommended Citation

Sutter, Edward George, "An Experimental Study of the Effect of Long Hair Worn by Males upon Immediate Recall in the Classroom Situation" (1972). *Masters Theses*. 3922.

<https://thekeep.eiu.edu/theses/3922>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

8/1/72
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

pdm

AN EXPERIMENTAL STUDY OF THE EFFECT OF LONG HAIR WORN BY MALES

UPON IMMEDIATE RECALL IN THE CLASSROOM SITUATION
(TITLE)

BY

EDWARD GEORGE SUTTER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF ARTS

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1972

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 31, 1972
DATE
July 31, 1972
DATE

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	
The Problem	1
Summary	6
Review of Selected Literature	7
Ethos	7
Summary	8
Appearance and Long Hairstyles	9
Summary	10
Summary of Literature	11
Object of the Study	12
Hypothesis	13
Definition of Terms	13
Assumptions	14
Summary	15
II. METHOD.	16
Preliminaries	16
The Instrument	16
The Speech	17
Creating The Independent Variable	18
The Test	18
Testing the Instrument	19

CHAPTER	PAGE
Validity	19
Reliability	20
Subjects	20
The Experiment	22
Design of the Experiment	22
Procedures for the Experiment	22
Schedule for the Experiment	23
Setting of the Experiment	23
Treatment of the Data	25
Scoring the Tests	25
Statistical Preparation	25
III. RESULTS	29
Composite Statistical Analysis	29
Pictorialization of Design	29
Analysis of Variance: Treatments by Levels	30
Differences Among Levels	31
Individual Schools	31
Junior Colleges and Universities	32
Males and Females	34
Differences Attributable to Treatments	34
Males	35
Females	35
Summary	36

CHAPTER	PAGE
IV. CONCLUSION	37
Summary	37
Application of Data to the Hypothesis.	39
Discussion	41
Theoretical Implications	41
Practical Implications	42
Suggestions for Further Study	44
V. APPENDICES	48
A. Instructions to Teachers	48
B. Manuscript of Speech	50
C. Objective Test of Immediate Recall.	58
D. Personal Confirmation of Problem.	60
E. Relevant Excerpts from Courtroom Proceedings	63

LIST OF TABLES

TABLE	PAGE
I. Schedule for Individual Experiments	23
II. Pictorialization of Design	29
III. Analysis of Variance: Treatments by Levels	30
IV. Pictorialization of Design: Individual Schools	31
V. Analysis of Variance: Individual Schools .	31
VI. Pictorialization of Design: Jr. Colleges and Univ	32
VII. Analysis of Variance: Jr. Colleges and Univ	32
VIII. Pictorialization of Design: Males and Females	33
IX. Analysis of Variance: Males and Females .	33
X. "t" Test Results: Males	35
XI. "t" Test Results: Females	35

CHAPTER I

INTRODUCTION



The Problem

...since rhetoric exists to affect the giving of decisions - the hearers decide between one political speaker and another, and a legal verdict is a decision - the orator must not only try to make the argument of his speech demonstrative and worthy of belief; he must also make his own character look right and put his hearers, who are to decide, into the right frame of mind...it adds much to an orator's influence that his own character should look right and that he should be thought to entertain the right feelings towards his hearers... - Aristotle.¹

Personal character or "ethos" has been considered a mode of persuasion since the early foundations of the art of rhetoric. Aristotle distinguished three kinds of persuasion:

¹Aristotle, Rhetoric, trans. W. Rhys Robert (New York: Random House, 1954), Book II, 1377^b.

The first kind depends on the personal character of the speaker; the second on putting the audience into a certain frame of mind; the third on the proof, or apparent proof, provided by the words of the speech itself.²

Thus we derive "ethos", "pathos", and "logos" respectively.

Aristotle in his Rhetoric³ continues by stating that the personal goodness revealed by the speaker may be classified as the most effective means of persuasion.

Cicero in the De Oratore warns against the arousal of disapproving outcries of the people and acknowledges the possible causes of unpopularity:

...some error in the speech, if a remark is thought to be harsh or arrogant or base or mean or to show some fault of character, or be personal annoyance or dislike that is either deserved or arises from slander and rumor, or if the subject is unpopular, or if the public is in a state of excitement arising out of some desire or alarm that it feels.⁴

An investigator will find that Quintilian becomes more specific regarding appearance in his discussion of delivery.

²Aristotle, Rhetoric, trans. W. Rhys Roberts (New York: Random House, 1954), Book I, 1356^a.

³Aristotle, Op. Cit., Book I

⁴Marcus Tullius Cicero, De Oratore, trans. E. W. Sutton (Cambridge, Massachusetts, Harvard University Press, 1942). Book II, lxxxiii.

With regard to dress, there is no special garb peculiar to the orator, but his dress comes more under the public eye than that of other men. It should, therefore, be distinguished and manly, as indeed, it ought to be with all men of position. For excessive care with regard to the cut of the toga, the style of the shoes, or the arrangement of the hair, is just as reprehensible as excessive carelessness. There are also details of dress which are altered to some extent by successive changes in fashion.⁵

As an investigator intensifies his scrutiny of the classics he becomes aware of the antiquity of the disagreement regarding hairstyle and its relation to effective speaking.

...Pliny should think it worthwhile to enjoin the orator to dry his brow with a handkerchief in such a way as not to disorder the hair, although a little later he must properly, and with a certain gravity and sternness of language, forbids us to rearrange it. For my own part, I feel that dishevelled locks make an addition appeal to the emotions, and that neglect of such precautions creates a pleasing impression.⁶

One might next wonder if contemporary authors of speech texts consider qualities of appearance relative to effective speaking. In order to answer this question six texts, recommended for adoption in basic speech courses at Eastern Illinois University by a textbook committee, were consulted.

⁵M. Fabius Quintilian, Institutio Oratoria, trans. H. E. Butler (Cambridge, Massachusetts, Harvard University Press, 1936), Book XI, iii, 137.

⁶M. Fabius Quintilian, Op. Cit., Book XI, iii, 148.

McCroskey - Audience interpretation of a verbal message is influenced by the context in which those messages are transmitted to the audience.⁷

Brooks - ...audience members evaluate a message source along three lines..., and (3) his "dynanism" (energy, liveliness, likeability, attractiveness, etc.).⁸

Monroe - Unlike radiocasting, telecasting permits your audience to see you while you talk. Hence your physical behavior - your appearance, facial expression, and movement - may help convey your thought just as it does when you are addressing an audience in person.⁹

Ross - It goes without saying that, as with appropriate dress, one's general impression is better if he is personally neat, washed, and combed.¹⁰

Jeffery - A speaker's appearance undoubtedly contributes to his effectiveness. While a speaker can do little to alter the features with which he has been endowed by nature, he can at least present himself in the best possible light. Simply stated, the speaker should be groomed and dressed in a manner that is suitable to the audience and the occasion. His appearance should in no way distract the audience or detract from what he intends to say...The speaker need only remember that every moment when the listener is not giving his attention to what is being said....

⁷James C. McCroskey, An Introduction to Rhetorical Communication, 2nd ed. (Englewood Cliffs, New Jersey, Prentice-Hall, 1972), p. 256.

⁸William D. Brooks, Speech Communication, (Dubuque, Iowa, Wm. C. Brown Co., 1971), 184.

⁹Allan H. Monroe and D. Ehninger, Principles and Types of Speech, 6th ed. (Atlanta, Georgia, Scott, Foresman and Co., 1967), p. 551.

¹⁰Raymond S. Ross, Speech Communications, (Englewood Cliffs, New Jersey, Prentice-Hall, 1965), p. 63.

For example, while it is everyone's right to sport a beard or mustache, to let his hair grow to his shoulders or shave it off entirely, to wear beads, fringed vests, cowboy boots, or any other item of apparel he may wish, the speaker should be conscious that such dress does offend some audience.¹¹

Nadeau - The point is that communication is facilitated or handicapped to the extent that people have favorable or unfavorable interpersonal reactions. If we know on what basis a person arrives at his impression of another person, and if we have some understanding of the common pitfalls to be avoided, we are in a better position to avoid errors in evaluating others and to help others evaluate us.¹²

The significance of the previously cited material manifests itself when one isolates several contentions of the renowned scholars considered.

- I. Ethos is a pertinent aspect of communication.
 - A. Appearance is a component of both ethos and delivery and theoretically has the capacity of affecting them, both favorably and unfavorably.
 - B. Grooming or hairstyle is a constituent of appearance.
- II. Persuasion (communication) is directed toward a speaker's audience.
- III. Appearance is controversial, as to what is pleasing or acceptable, and subject to change with regard to this aspect in conjunction with fashion.

¹¹Robert C. Jeffery and Owen Peterson, Speech: A Text With Adapted Readings (New York, Harper and Row, 1971), pp. 353-354.

¹²Ray E. Nadeau, A Basic Rhetoric of Speech Communications (Reading, Massachusetts, Addison-Wesley Pub. Co., 1969), pp. 51-52.

Summary

Existing writings in speech informs the scholar that hairstyle can produce either favorable or unfavorable effects to communication, depending upon the audience of the speaker and the fashion of the time. Opinion dictates that in today's society the style of hair classified as long or extremely long produces unfavorable effects to communication. These favorable or detrimental effects are classified, in educational contexts, as distractions.¹³ The importance of this study receives force when one realizes that students are being suspended from school due to their hairstyles,¹⁴ teachers are being dismissed due to their hairstyle,¹⁵ and student teachers are being refused due to their hairstyle,¹⁶ - and all totally on the basis of the "opinion" that long hairstyles are distracting. It appears that this opinion is pronounced by administrators and not by the students - the audience directly affected by the supposed distraction or detriment to communication.

¹³"Constitutional law - Schools and School Districts:" Harvard Law Review, 84 (May 1971), 1702-20.

"Hairy Victory: Court Decision," Time, 95 (June 15, 1970), p. 61.

G. D. Six, "Dress and Grooming Standards in California Secondary Schools," Dissertation Abstracts, 29, p. 3401 A.

¹⁴Harvard Law Review, op. cit., p. 1702-20.

¹⁵David Lucia. "Case of the Bearded Teacher," Today's Education, 59 (May 1970) 26-7.

¹⁶Refer to Appendix D.

Review of Selected Literature

For purposes of the investigation the review dealt with the variables of: ethos, appearance, and hairstyle. The review revealed no previous studies quantitatively assessing effects of appearance or hairstyle, and very little research regarding ethos.

Ethos

Research in the field of speech concerning ethos has shown it to be an influencing factor in communication, but most studies conducted concentrated on initial ethos. These studies, assessed by Anderson and Clevenger,¹⁷ concentrated upon the effects caused by various types of introductions.

McCroskey and Dunham¹⁸ assert that many studies are not valid because of the experiment's failure to consider the variable of ethos, and suggest that an unseen, unknown, tape recorded speaker in an experimental setting is a neutral-ethos

¹⁷Kenneth Anderson and Theodore Clevenger Jr., "A Summary of Experimental Research in Ethos", Speech Monographs, 30 (June 1963), 59-78.

¹⁸James C. McCroskey and R. E. Dunham, "Ethos: A Confounding Element in Communications Research", Speech Monographs, 33 (March 1966), 456-63.

source. Paul D. Holtzman confirms the conclusions of McCroskey and Dunham.

...to enhance the probability of contribution to a unified theory of persuasion, all experimental designs should account for ethos effects (including effects of perceived sponsorship.)¹⁹

Phillip Tompkins concurs with the results previously considered and offers a foreboding to subsequent investigators.

...Ethos tends to interact with other variables in persuasion. Thus we suggest that for dependable results those who study other variables in persuasion must also gather data on initial ethos.²⁰

Goldberg, Crisp, Sieburg, and Tolala conducted an experiment comparing aspects of ethos and the quality of eliciting democratic leadership attitudes.²¹

Summary

There have been studies quantitatively assessing the effect ethos has upon an audience. However, these studies not only limit themselves to aspects of externally induced ethos (introductions, etc.), but also fail to show significance with regard

¹⁹Paul D. Holtzman, "Confirmation of Ethos as a Confounding Element in Communication Research, Speech Monographs, 34 (June 1967), p. 466.

²⁰Phillip K. Tompkins, "The McCroskey-Dunham and Holtzman Reports on Ethos: A Confounding Element in Communication Research", Speech Monographs, 34 (June 1967), p. 179.

²¹A. Goldberg et al., "Subordinate Ethos and Leadership Attitudes", Quarterly Journal of Speech, 53 (December 1967), 354-60.

to information retention or immediate recall. Ethos studies which have resulted in significant findings usually employ McCroskey's "Scales for the Measurement of Ethos".²²

Appearance and Long Hairstyles

Most of the existing references connected with this particular investigation limit themselves to a skeptical description of the newer longer hairstyles. Many proclaim the longer hairstyles on males resultant of fame acquired by the Beatles.²³ This particular rationale may be the subconscious reason for the rising adoption of longer hairstyles by men. The chronological concurrence is approximately 1964. However, condemnation of extremely long hair has a vast history. In 1649 Governor Dudley of Bay Colony drew a similitude between men wearing long hair and barbarous Indians.²⁴

Consultation of unpublished works concerning hairstyles presents one particularly interesting doctoral dissertation

²²James C. McCroskey, "Scales for the Measurement of Ethos", Speech Monographs, 33 (March 1966), pp. 65-70.

²³"Short and Long of It; Boys' Hairdos", Time, 86 (October 1, 1965), p. 54.

"What the Beatles Have Done to Hair; Teenaged British Boys", Look, 28 (December 29, 1964), pp. 58-59.

²⁴Notes and Comment: "Male Hair Length and Puritan Conscience", New Yorker, 43 (June 10, 1967), p. 29.

G. D. Six compiled a survey of dress and grooming standards in California Secondary Schools.²⁵ He discovered that the most frequent violation of dress and grooming standards for boys were long or unkept hair, and for girls, short skirts. Mr. Six thought dress codes in educational institutions desirable, but recommended that administrators "develop clear and legally acceptable reasons and specifications for pupil standards of dress and grooming."²⁶

Summary

Although existing information regarding longer hairstyles, as related to the disciplines of communication and education, confines itself to skeptical opinionation, a review of literature indicates that long hairstyle is a consideration in the field of education.

²⁵G. D. Six, op. cit., p. 3401-A.

²⁶Ibid., p. 34-1-A.

Summary of Literature

The review of literature relative to hairstyle and its effect upon communication (more specifically in the educational context), revealed several deficiencies; (1) previous studies have measured artificially induced ethos, not the audience's reaction to actual speaker ethos; (2) past inquiries have measured opinions and attitudes rather than recall resultant of ethos variables, and; (3) quantitative research regarding hairstyle is virtually nonexistent.

Object of the Study

Hairstyle, a contingent of appearance which in turn falls into the more extensive category of ethos, has been a criterion of communication since the dawn of rhetoric. The ancients argued about the effect hairstyle had upon communication.²⁷ Authors of contemporary speech texts are aware of the presumed importance of appearance - often to the point of becoming prescriptive.²⁸ Hairstyle is also a standard of consideration in the field of education.²⁹ However, it is not known if long hairstyles adversely affect students' immediate recall in the classroom. A void exists and research is needed in order to determine whether long hairstyles are, indeed, a significant variable in the learning situation.

This study was structured specifically to measure the influence long hairstyles may have upon an audience's immediate recall of verbally presented material, when the audience consists of college students in the classroom situation.

²⁷Refer to page #3.

²⁸Refer to page #4. (Jeffery).

²⁹Refer to page #10. (G. D. Six).

Hypothesis

In an attempt to attack the problem directly and reveal the findings in a surrounding free from superfluous ornamentation, a single hypothesis was formulated.

Students receiving an informative speech presented by an individual possessing a short hairstyle will immediately recall more information contained in the speech than students receiving an informative speech by an individual possessing a long hairstyle.

Definition of Terms

1. Long hairstyles - That style which displays length of hair so that it covers the ears and hangs to the shoulders, shall be termed a long hairstyle. This style is to include the wearing of a beard and mustache.³⁰
2. Short Hairstyles - That style which does not cover the ears nor hang to the shoulders, shall be termed a short hairstyle. This style is to include a cleanly shaven face.³¹
3. Students - Students will be regarded as persons enrolled in the basic college speech course.
4. Immediate Recall - Immediate recall will be the scores which the students receive on an objective test; based on information included in the informative speech.³²
5. Informative Speech - An oral presentation, via a video-tape unit, dealing with an area of speech/communication.³³

³⁰Refer to the photograph (#1) on page 1 of this study.

³¹Refer to the photograph (#2) on page 1 of this study.

³²A copy of the test may be seen in Appendix C.

³³The manuscript is included in Appendix E.

Assumptions

The investigation required making several assumptions related to the design of the experiment and the population which served as the basis for the supply of experimental subjects. The study assumed:

- (1) That the sample of subjects was representative of the total population,
- (2) That students in two distinct sections of the same course, instructed by the same professor, at a particular college, on a certain day - are equal in retentative abilities,
- (3) That the students would approach the presentation and test as they would a normal classroom assignment, and,
- (4) That a ten minute allotment was sufficient for the students to complete the objective test.

Summary

Classical works, contemporary speech/communications texts, and educational dictates are all concerned with the possible effects of various hairstyles. However, existing research has failed to define these effects.

The importance of ethos primarily has been only theoretically substantiated. Existing research has evaluated only the audience's "attitude" toward concepts of ethos. There has been virtually no objective investigations regarding the appearance component of ethos, and effects of hairstyle have not warranted statistical evaluation - although rhetoricians and educators have concerned themselves with this problem continuously.

Furthermore, today's society is experiencing a wide diversity of hairstyles. The academic community has, in many instances, taken action to standardize hairstyles³⁴ - being concerned with the assumed effects. Since the effects of the newer long hairstyles have not been quantitatively measured in the educational context, allegations by educators attempting to dictate consequential reactions attributable to hairstyles are exposed as speculation.³⁵

³⁴Refer to Appendix D

³⁵Refer to Appendix E

CHAPTER II

METHOD

Preliminaries

...since the experiment concentrated on an area of communication which was relatively unexplored by previous research, several considerations were necessitated prior to experimentation.

The Instrument

Existing tests which have proven to be both valid and reliable when linked with research in the area of ethos do not employ immediate recall as a dependent variable.¹ Therefore, these instruments could not have been employed: the purpose of this study being to access the effect long hair-styles have upon immediate recall in the classroom situation.

♦

¹Kenneth Anderson and Theodore Clevenger Jr., "A Summary of Experimental Research in Ethos", Speech Monographs 30 (June 1963), pp. 59-78.

James C. McCroskey, "Scales for the Measurement of Ethos", Speech Monographs 33 (March 1966) pp. 65-70.

It was resultant of these circumstances that the investigator developed "The Sutter Ethos - Appearance Index".

The instrument was developed in an attempt to provide a valid and reliable tool whereby concepts of ethos could be tested dependent upon subjects' recollection of verbally presented material.

The Speech

In formulating the speech to be employed within the instrument several qualifications had to be fulfilled. (1) The topic of the speech would be embraced by the scope of rhetorical study. It was theorized that a topic not related to speech/communication might expose the experimental condition. (2) Although the speech would have to cover a facet of the communications field, it could not consist of information subjects enrolled in basic college speech courses already possessed: since the dependent variable was to be a measurement of retention. Additional qualifications charged the speech included; (3) Duration of from ten to fifteen minutes; (4) Inclusion of sufficient factual material to be recalled on an objective test, and (5) Complete isolation from political or social prejudices.

In an attempt to fulfill the above qualifications demanded of the speech the investigator composed a speech presenting basic theories involved in the study of phonetics.

This speech, entitled "Introduction to Phonetics", constitutes the first part of "The Sutter Ethos - Appearance Index", and is included in this report (Appendix B). Creation of the Independent Variable: Since the experiment required consistency in the manner of presentation, video-tape recordings were made of the speech. The first tape (S1), was a recording of "Introduction to Phonetics" presented by the experimenter - displaying his natural appearance.² The second tape (S2), was also presented by the experimenter: this time wearing a short hair wig and exhibiting a cleanly shaven face.³

The tapes were both then viewed on adjacent television monitors simultaneously. Both S1 and S2 had identical durations of thirteen minutes with no appreciable differences throughout. Face validity was thus established via: Dr. Don Morlan, Dr. E. R. Tase, and Dr. B. C. Wheatley - all of the graduate faculty at Eastern Illinois University.

Thus the two treatments for the experiment were established:

- S1 (long hairstyle presentation) - experimental treatment,
- S2 (short hairstyle presentation) - control treatment.

The Test

The test of retention was designed to be objective in

²Refer to the photograph (#1) on page 1 of this study.

³Refer to the photograph (#2) on page 1 of this study.

nature. The form chosen for the test was that type commonly labeled "fill-in-the-blank" in educational contexts. This form was selected attempting to eliminate such extraneous phenomena as recognition and guess advantages.

The test was extracted entirely from the speech. In order to eliminate factors of comprehension - correct responses require only recall of facts included within the speech. Although the test contained seventeen questions in its present form, it is recommended that question no. 5 be eliminated for future research due to apparent preknowledge of intended subjects (Appendix C).

Testing the Instrument

After the experiment had been conducted and the data had been collected, tests were run to check the validity and reliability of the newly developed "Sutter Ethos - Appearance Index".

Validity

On April 11, 1972, twenty students enrolled in the basic speech course at Eastern Illinois University were required to complete the objective test which accompanies the "Sutter Ethos - Appearance Index". These students, selected from the same population as were the subjects for the experiment, were not permitted to view either of the taped speeches. The scores received by this sample were then compared with the

scores of both the experimental and control groups.

A "t" test for a difference between two independent means⁴ was then conducted to determine whether the instrument was actually measuring immediate recall. A critical "t" value of 7.93421 was achieved with 147 total degrees of freedom. Thus the instrument was validated at the .001 level of confidence.

Reliability

The reliability of measurement of the test as a whole was achieved via the "split-halves reliability measure",⁵ employing the Pearson Product - Moment Correlation Coefficient. When employing this test a reliability value of .70 or greater suggests the test reliable.

Since the instrument - in its present form - contains an odd number of questions (Appendix C), question number five was disregarded in this calculation. The result of this statistic attained a reliability value of .73527. Thus the reliability of the instrument was substantiated.

Subjects

One hundred and twenty-nine students enrolled in the basic college speech course served as subjects in this

⁴ James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Co., 1968), p. 9.

⁵Bruning and Kintz, op. cit., p. 187.

experiment. These students composed eight sections of the basic course; two sections were selected via random assignment from each of the four cooperating colleges. In each case (the individual colleges used in the study), both sections were taught by the same instructor. The colleges and the instructors of the subjects were:

- | | |
|---------------------------------|-----------------------|
| a. Lakeland Junior College | Mr. Bill Hollida |
| b. Belleville Area College | Mrs. Barbara Williams |
| c. Southern Illinois University | Mrs. Pat Goehe |
| d. Eastern Illinois University | Dr. Jon Hopkins |

The instructors were in all cases asked to run the actual experiment, and were given appropriate instructions prior to the actual testing procedures.

The Experiment

Design of the Experiment

The eight classes necessary for the study were tested at the cooperating schools. The researcher's design included experimentation at four schools, employing two classes at each: one class viewing S_1 (long hairstyle treatment), and the other viewing S_2 (short hairstyle treatment). Of the four schools employed two were junior colleges and two were institutions offering four years or more of higher instruction. This format enabled results to be analyzed according to individual schools, junior colleges as opposed to senior colleges, and a compilation of all schools involved - with regard to the variables being scrutinized.

Procedures for the Experiment

Prior to the experimental procedure each cooperating instructor received a set of step-by-step instructions (Appendix A). A portable video tape recorder and monitor was installed in the classroom previous to the scheduled experiment by one of the researcher's assistants.

The instructor was directed to at no time expose the experimental condition present. After having introduced the presentation in the prescribed manner, the instructor left the classroom in order to relieve any perceived controls. Upon completion of the presentation the normal instructor

again returned. He/she then introduced and distributed the tests. The tests were then collected; the students having had ten minutes in which to complete the answers.

Space provided which encouraged the normal instructor to list any abnormalities witnessed during the experimental procedure reaped acknowledgement of instances of tardiness, etc. which was helpful in disqualifying nonparticipatory subjects.

Schedule

Each experimental session was scheduled in the subject's usual classroom at his usual class time. Treatments (experimental and control) were scrambled in order to equalize variations in scheduled times for experimentation.

The schedule for individual experiments is reported in table 1.

TABLE 1

Schedule for Individual Experiments

Introduction of Presentation	1 minute
Video Tape Presentation	13 minutes
Instructions to the test	30 seconds
Test of Immediate Recall	10 minutes

Setting

The investigation was conducted in eight sections of the basic speech course; two sections from each of four distinct

schools. However, both sections at each individual college (experimental and control) met in the same classroom; that room in which the class usually met. All experimental data were collected within a one week period.

Treatment of the Data

Scoring the Tests

Each subject's individual performance was numerically assessed via assigning a value of one (1) for each correct response. Summing the number of correct responses for each individual then netted his corresponding experimental value.

Statistical Preparation

The testing value received by each subject was placed on a table corresponding with his nominal symbol. Nominal symbols were used only in distinguishing among the categories in which the subjects score was to be placed. These categories included:⁶

- I. S_1 (long hairstyle treatment)
 - A. Junior Colleges
 - 1. Lakeland Junior College
 - (a) males
 - (b) females
 - 2. Belleville Area College
 - (a) males
 - (b) females

⁶For pictorializations of design see tables II, IV, VI, and VIII.

B. Universities**1. Southern Illinois University****(a) males****(b) females****2. Eastern Illinois University****(a) males****(b) females****II. S₂ (short hairstyle treatment)****A. Junior Colleges****1. Lakeland Junior College****(a) males****(b) females****2. Belleville Area College****(a) males****(b) females****B. Universities****1. Southern Illinois University****(a) males****(b) females****2. Eastern Illinois University****(a) males****(b) females**

The resulting sixteen discrete populations⁷ were then

⁷For clarification refer to Table II (pictorialization of design).

analyzed via "Analysis of Variance: Treatments by Levels".⁸

⁸Bruning and Kintz, op. cit. p. 38

CHAPTER III

RESULTS

Since the treatments were administered to subjects comprising several discrete categories of the tested population, eight "levels" were included in the design. These levels are depicted in Table II. Therefore, it was necessary to compute not only the effects of the treatments, but also the differences in the "levels" of the population; and to check for any possible interaction between the levels and the treatments. Thus the statistic deemed most suitable to assess the results of this experiment was the "Analysis of Variance: Treatments by Levels".¹ Table III contains the results of the analysis.

¹James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Co., 1968), p. 9

TABLE II

PICTORIALIZATION OF DESIGN

		S_1	S_2
Lakeland J.C.	Males	$N=6$ $\bar{X}=6.2$	$N=9$ $\bar{X}=6.4$
	Females	$N=9$ $\bar{X}=6.4$	$N=9$ $\bar{X}=7.0$
Belleville J.C.	Males	$N=6$ $\bar{X}=5.5$	$N=8$ $\bar{X}=5.6$
	Females	$N=7$ $\bar{X}=3.8$	$N=4$ $\bar{X}=4.8$
S. I. U.	Males	$N=15$ $\bar{X}=7.5$	$N=9$ $\bar{X}=7.8$
	Females	$N=4$ $\bar{X}=6.3$	$N=8$ $\bar{X}=10.9$
E. I. U.	Males	$N=4$ $\bar{X}=8.0$	$N=8$ $\bar{X}=9.5$
	Females	$N=12$ $\bar{X}=8.7$	$N=7$ $\bar{X}=9.0$

* S_1 is the information speech given with the speaker wearing a long hairstyle. The speech presenting a short hairstyle being S_2 .

TABLE III
ANALYSIS OF VARIANCE:
TREATMENTS BY LEVELS

Source	SS	df	MS	f	p
Total	1254.75200	124	-----	-----	-----
Levels	297.08474	7	42.44068	5.19873	.001
Treatments	29.06357	1	29.06357	3.56011	.10
Treatments x levels	38.76322	7	5.53760	.67832	NS
Errors	889.64047	109	8.16367	-----	-----

The categories were then compressed in order to determine the location of the significant difference apparent among levels. Depictions of the subsequent compact designs are included in Tables IV, V, and VIII - accompanying statistical analyses may be viewed in Tables V, VII, and IX respectively.

Differences in Levels

Individual Schools

TABLE IV

PICTORIALIZATION OF DESIGN:

INDIVIDUAL SCHOOLS

	S_1	S_2
Lakeland J.C.	N=15 $\bar{X}=6.3$	N=18 $\bar{X}=6.7$
Belleville J.C.	N=13 $\bar{X}=4.6$	N=13 $\bar{X}=5.0$
S.I.U.	N=21 $\bar{X}=7.7$	N=17 $\bar{X}=9.12$
E.I.U.	N=16 $\bar{X}=8.5$	N=16 $\bar{X}=9.1$

TABLE V

ANALYSIS OF VARIANCE:

INDIVIDUAL SCHOOLS

Source	SS	df	MS	F	p
Total	1338.80620	128	-----	-----	-----
Levels	296.86881	3	98.95627	11.81425	.001
Treatments	15.21029	1	15.21029	1.81594	.20
Treatments x levels	13.23025	3	4.41008	.52651	ns
Error	1013.49685	121	8.37601	-----	-----

Junior Colleges and Universities

TABLE VI

PICTORIALIZATION OF DESIGN:

JUNIOR COLLEGES AND UNIVERSITIES

	S_1	S_2
Junior Colleges	N=28 $\bar{X}=5.5$	N=31 $\bar{X}=5.9$
Universities	N=37 $\bar{X}=8.1$	N=23 $\bar{X}=9.2$

TABLE VII

ANALYSIS OF VARIANCE:

JUNIOR COLLEGES AND UNIVERSITIES

Source	SS	df	MS	F	p
Total	1338.80620	128	-----	-----	-----
Levels	249.52775	1	249.52775	29.34664	.001
Treatments	15.21029	1	15.21029	1.78886	.20
Treatments x levels	11.22182	1	11.22182	1.31978	ns
Error	1062.84634	125	8.50277	-----	-----

Males and Females

TABLE VIII

PICTORIALIZATION OF DESIGN:

MALES AND FEMALES

	S_1	S_2
Males	N=31 $\bar{X}=6.9$	N=34 $\bar{X}=7.3$
Females	N=32 $\bar{X}=6.7$	N=28 $\bar{X}=8.3$

TABLE IX

ANALYSIS OF VARIANCE:

MALES AND FEMALES

Source	SS	df	MS	F	p
Total	1254.75260	124	-----	-----	---
Levels	3.00329	1	3.00329	.30015	ns
Treatments	29.06357	1	29.06357	2.90458	.10
Treatments x levels	11.94499	1	11.94499	1.19377	ns
Error	1210.74015	121	10.00612	-----	---

Differences Attributable to Treatments

Further statistical analysis was possible in determining the effects of the treatments upon individual "levels" of subjects with a one dimension 1 computation since no interaction between treatments and levels was found to exist. Therefore, the long hairstyle treatment (S_1) could be tested against the short hairstyle treatment (S_2) with regard to discrete segments of the population. The statistic employed in this maneuver was the "'t'-test for a difference between two independent means."²

When comparing the test results of all subjects receiving S_1 with the results of all subjects receiving S_2 the difference was not significant. However, "t"-tests were also conducted regarding sample populations consisting of entirely female subjects; and also populations consisting of the male subjects employed in this investigation. The results of these computations are reported in Tables X and XI respectively.

²James L. Bruning and B. L. Kintz, op. cit., p. 9.

Males

TABLE X

"t" TEST RESULTS: MALES

Sample	"t"	df	p
Males	.55582	63	ns
At Lakeland J.C.	.16725	13	ns
" Belleville J.C.	.23146	12	ns
" S. I. U.	.23974	22	ns
" E. I. U.	.80758	10	ns

Females

TABLE XI

"t" TEST RESULTS: FEMALES

Sample	"t"	df	p
Females	2.20933	59	.05
At Lakeland J.C.	.52632	16	ns
" Belleville J.C.	.81335	9	ns
" S. I. U.	3.09302	10	.02
" E. I. U.	.18945	17	ns

Summary

Data from the experiment was grouped into eight predetermined categories or "levels" of the sample being tested. An analysis of variance: treatments by levels determined that a significant difference (.001) existed among the levels tested (Table III).

Combining the categories in various fashions significantly distinguished (.001) the universities from the junior colleges with regard to immediate recall (Table VIII). However, the effects of the treatments remained constant, in that, no significant degree of interaction between treatments and levels was found to exist.

When computing the effects of treatments alone, the experiment unveiled significant results (.05) with regard to the female contingent of the sample (Table XI).

Chapter IV

Conclusion

Summary

The appearance of the orator had been a concern of rhetoricians during the classical era. Successive authors have continually presented theories regarding particulars of effective speaker appearance. Currently educators have viewed characteristics of grooming so significant as to ban certain personal appearances from entering academic institutions. Authors of speech texts have become prescriptive in their directives of grooming. However, today's theoretical preference for short hairstyles in educational speaking contexts has not been quantitatively tested. Therefore, this investigation was designed to experimentally determine what effects, if any, were directly attributable to the introduction of longer hairstyles into the classroom situation.

One hundred twenty-nine students enrolled in the basic college speech course served as subjects in the experiment. Sixty-five participated as experimental subjects, while the remaining sixty-four provided a control situation.

The independent variable was a video-taped lecture, displaying the experimenter with a long hairstyle (S_1). This was opposed to the control treatment of a video-tape of the same lecture with the experimenter disguised via a short hair wig (S_2). The dependent variable was the subjects' performance on a seventeen question objective test.

The experiment was conducted on four distinct campuses in Illinois. Two basic speech courses were randomly selected from each college - with the reservation that both classes be taught by the same instructor. Thus, both an experimental and a control group were established at each college. All subjects received the same predetermined introduction to the lecture, either S_1 or S_2 , and the seventeen point objective test based upon the material included within the lecture.

The tests were then scored, placing the subject's result along with his particular symbol, into its respective category on a chart distinguishing among: treatments, schools, and sex. After the tests were proven both statistically reliable and valid, subjects' results were

analyzed statistically.

Analysis of variance: treatments by levels indicated a significant (.001) superiority of university students enrolled in the basic speech course to immediately recall more orally presented information than junior college students enrolled in the basic speech course. "t"-tests indicated that the introduction of the longer hairstyle into the classroom situation significantly (.05) retarded the amount of immediate recall, as regards female subjects.

Application of Data to the Hypothesis

Although the investigation provided significant results in distinguishing between the recall abilities of theoretically comparable students of junior colleges as compared with students enrolled in universities, the measure was not a primary concern of the study. Categorization was included principally to supply instrumentality whereby possible interaction between levels and treatments could be determined. However, no such interaction was found to occur.

The hypothesis: "Students receiving an informative speech presented by an individual possessing a short hairstyle will immediately recall more information contained in the speech than students receiving an informative speech presented by an individual possessing a long hairstyle", was supported with regard to the female population tested.

Female subjects tested significantly immediately recalled more information when presented with a short haired lecturer than did they when confronted with a long haired lecturer: both universally (.05) and at Southern Illinois University (.02).

Discussion

Theoretical Implications

Although the hypothesis was significantly confirmed (.05) only by the female contingent of subjects, a trend toward confirmation was present in every category examined (Tables II, IV, VI and VIII). Implications are apparent.

It seems that the hair length of a male speaker does affect the amount of presented material which his audience is able to recall. This has been evidenced by trends in all cases, and significantly discerned regarding female audiences. The conclusion not only gives credence to the arguments of educators concerned with grooming standards (Appendix E), but also substantiates appearance as being a segment of "ethos".

Concerning education, the conclusion might be useful in developing "clear and legal acceptable reasons ... for pupil standards of dress and grooming"¹, a current problem facing educators.² However, it is not to be inferred that the results of this study be valid cause for prohibiting long hairstyles in the classroom situation. Long hairstyles, as employed in this study, included an element of the unconventional, and cannot be construed as detrimentally affecting

¹D. G. Six, "Dress and Grooming Standards in California Secondary Schools", Dissertation Abstracts, 29, p. 3401A.

²Ibid., p. 3401A

recall in themselves. The amount of effect attributable to hair length and the amount caused by the unorthodox situation is indeterminable, and one legal qualification for prohibiting certain appearance characteristics is that the characteristic "be so diverting as to suggest that students will not soon become accustomed to it".³ However, the adjustment of students to long hairstyles was not an area of concern in the present investigation.

The conclusion has also uncovered significant findings with regard to speaker "ethos" when utilizing retention as a dependent variable - a phenomenon peculiar to this study. This aspect in itself supports the theories of Aristotelian rhetoric, and adds support to much of the contemporary philosophies regarding speaker ethos.

The experiment has also contributed to the field of rhetoric by establishing hairstyle as an element of appearance, which can be regarded as a definite component of ethos.

Practical Implications

Extenuating conditions of unconventionalism as regards the appearance variable employed in the experiment, necessarily places restraints upon utilization of the conclusion. However, the findings do suggest appreciable guidelines.

³"Constitutional Law - Schools and School Districts:", Harvard Law Review, 84 (May 1971), p. 1716.

It may be assumed that male speakers wishing to achieve knowledge retention on the part of their audience should not appear displaying a long hairstyle, provided the audience does not expect this type of hairstyle: especially if the audience is composed of females.

However, since both students and instructors engage in repeated and continual visual confrontations, and the effects of extended exposure to long hairstyles are not known, these directives cannot be made applicable to common educational conditions.

Suggestions for Further Study

Restraint should be exercised in generalizing from this experimental investigation. Additional research endeavors are warranted before full assessment of the effects of longer hairstyles in the speaking situation can be achieved. Variations of this particular study which require future investigation might include the following suggested possibilities.

(1) An experiment could be designed to determine the amount of effect attributable to surprise or shock rather than long hairstyles. A design to test this possibility could utilize the instrument developed in the present investigation, followed by a successive treatment - which would be similar in nature. Such an experiment might also provide answers as to the period of adjustment needed by an audience to accustom themselves to the apparent distraction caused by long hairstyles.

(2) Similar experiments could be designed testing populations other than college students.

(3) Speech topics having either direct or indirect political and/or social implications could be presented utilizing various audiences (e.g., informing a veteran's group about war bonds and/or speaking to a peace group about the Vietnam War). Such experimentation could conceivably

result in interaction between treatments and levels.

(4) The independent variable of long hairstyles should not be limited to a dependent measurement of retention. One might employ McCroskey's scales for measuring ethos (1966). Such measurement would provide an audience's appraisal of long hairstyles as related to speaker ethos.

It should be noted that the present experiment serves as the inauguration of appearance into quantitative scrutiny. Appearance has been established as a measurable variable, and future inquiries are virtually unlimited.

APPENDICES

APPENDIX A

TEACHER'S INSTRUCTIONS

1. GIVE THE FOLLOWING INTRODUCTION.

Today we are going to view a television production concerning phonetics. The presentation features, E. George Sutter of the graduate faculty at Eastern Illinois University. Mr. Sutter has received degrees from Belleville Area College, Southern Illinois University, and Eastern Illinois University - where he is now working in the field of phonetics. This particular area of speech will be explained in the film and you will be required to know the information.

If anyone cannot see the television screen please move to a more suitable location. (If anyone asks if they should take notes, tell them they will be required to know the information).

2. TURN ON THE VIDEO-TAPE MACHINE AND LEAVE FOR 12 MINUTES.

3. RETURN WITH THE TESTS AND INTRODUCE THEM AS FOLLOWS.

I stated that you would have to know the information contained within the film. Now we'll find out how well everyone paid attention. Put your books and notes under your desk -- all you'll need is a pen or pencil. Put your name on the test and fill in the blank with the correct word. You have 10 minutes in which to complete the test.

4. HAND OUT THE TESTS.

5. COLLECT THE TESTS AFTER THE DESIGNATED AMOUNT OF TIME HAS ELAPSED.

6. IT WOULD ALSO BE APPRECIATED IF YOU WOULD JOT DOWN ANY PECULIAR INSTANCES WHICH OCCURRED DURING THE EXPERIMENT. (E.G.) QUESTIONS BY THE STUDENTS, UNANTICIPATED BEHAVIOR, ETC.

7. THANK YOU FOR YOUR CO-OPERATION.

APPENDICES B and C

The Sutter Ethos-Appearance Index

Developed by

E. George Sutter

APPENDIX B

INTRODUCTION TO PHONETICS

Well, what is phonetics? Simply defined, phonetics is the science of language. Now you must be aware that language is not the written component of communication - but includes only speech sounds. When one surveys historical foundations of language he finds that early communication development evolved in a progression from the spoken to the written. Although not all languages developed written counterparts. A contemporary example of this is The American Indian. All of the Indian tribes have a language, but most do not possess any form of writing.

Language, also, more closely approximates reality than does its written counterpart. Consider, if you will, that language represents or symbolizes reality (concrete objects, personal feelings, and so forth). Orthography (or the written symbolization of language) represents only language. Therefore we move from reality -- to language -- to orthography. The importance of verbal communication over written communication is also supported by quantity - for the vast majority of communication in the world today is spoken rather than written.

Earlier I stated that "Phonetics is the science of language", meaning the science of the verbal or spoken

aspect of communication. It is the study of the sounds of speech, with regard to certain criteria: production, classification, and transcription. We have now established three major areas of study with which phonetics concerns itself: sound production -- sound classification -- and sound transcription.

The first area of phonetics (sound production) will now be considered. What precisely is the study in this area? As the title suggests, one studies the mechanisms or components of the human organism, their positioning, and their actions involved in producing a distinct speech sound. To begin, the energy or material from which speech is produced is air. Air supplies our mechanism with the fuel to produce intelligible sounds, and the positioning of our speech mechanism directs air in such a manner as to produce sound. In the English Language all meaningful sounds are produced with egressive lung air. To simplify this concept, recall that there are two directions in which lung air flows. Sounds may be produced when bringing air into the lungs. This is ingressive lung air. Sounds, more commonly and always in the English Language, are produced while forcing air out of the lungs. This is egressive lung air. Therefore, we have ingressive sounds and egressive sounds.

Now, how does one produce sounds from egressive lung

air as it is being forced from the lungs? The first major sound mechanism egressive air encounters is the vocal cords. The vocal cords are located in the back of the larynx, more commonly known as the Adam's Apple. Mine protrudes enough to excellently display its location. O. K. the egressive air may or may not vibrate the vocal cords in the Adam's Apple. If the vocal cords are put into vibration this produces a characteristic of sound production known as voicing. To consider the importance of this would everyone please produce an f sound -- / f / ... thank you! Now produce the v sound -- / v / ... thank you! The only difference between the two sounds is that the vocal cords are vibrating when producing the / v / or v sound: Therefore, the v is a voiced sound. Likewise, voicing is the only difference between saying -- van and fan.

The next characteristic of sound production is the place of articulation. Articulators include the: lips, jaw, tongue, teeth, alveolar ridge, etc. These are all articulators. Consider for a moment the b sound / b / -- this is a bi-labial sound since the lips are the instruments of articulation.

Next the person involved in the study of sound production is interested in the manner of articulation or more precisely, how the aforementioned articulators treat the air in order to create a sound. The b sound just mentioned

is a stop because the lips stop the egressive lung air completely, for a small amount of time. When we consider the f and v sounds, their manner of articulation is fricative because the lung air is partially impeded causing friction thus the classification "fricative". Another manner of articulation is nasal. The n sound / n / directs the egressive lung air through the nasal cavity. If you are in doubt about the location of the nasal cavity, nature again has most generously endowed me with an adequate example.

A quick review of the area of phonetics concerned with sound production now reveals four characteristics to consider. One-the material from which sound is produced (air). Air is of two types, egressive and ingressive, although in English we only use egressive. Two-the vocal cords in the larynx or Adam's Apple. They can either vibrate causing "voicing" or they can lie stationary. Three-the place of articulation or positioning of the articulators. And four-the manner of articulation be it: a stop, a fricative, or a nasal. Only the common places and manners of articulation have been mentioned since this production is designed as an introduction to phonetics.

To demonstrate phonetic sound production, I refer you to this figure of the speech mechanism. Now consider the

production of the b sound. Egressive lung air travels up to the larynx, vibrates the vocal folds, and reaches the articulators (the lips in the case of the b sound), is stopped momentarily and released causing the b sound or / b /. Therefore, in phonetic language the b sound is an egressive (direction of the lung air), voiced (vibration of vocal folds), bi-labial (place of articulation), stop (manner of articulation). Such is the study of sound production, a very useful asset in speech pathology and speech correction.

You will recall that in addition to sound production, phonetics concerns itself with sound classification and sound transcription. What is involved in sound classification? I personally consider this area of language similar to the grammatical component of written communication. For example, in grammar a statement is termed a sentence. In phonetics a single statement is called an utterance. The phonetic counterpart of a written syllable is a morpheme, and comparable to the basic tools of writing (letters), are the single meaningful entities of phonetics ... the phonemes. Therefore, in writing we have sentences, syllables, and letters: while in language we use utterances, morphemes and phonemes.

However, the problem of classification arises in determining phonemes. For sound to be a phoneme or a single

entity of speech production it must be meaningful in the language. For example, there are several types of r sounds. One variation is the British or tap r. Is this a phonetic or meaningful variation? To illustrate, instead of saying very one might employ the tap r and say / veri/. Since the word remains the same and no meaningful difference is manifested the tap r is not a phoneme in the English language. However, the f and v sounds are definitely phonemes because they are meaningful in the English language. Recall how we saw earlier the production differences between these sounds is the only difference between the words fan and van. I hope everyone sees a meaningful difference here.

Another comparison in the area of sound classification with written grammar is prosodic features. In written grammar one is concerned with punctuation - the phonetic counterpart is the prosodic features of: stress, juncture, and pitch. Prosodic features are meaningful entities of language which render them phonemic. A simple demonstration of how one can use pitch to change a word's meaning can be shown using the word now. One might ask a question as to when he should do something by saying "now↑". Employing the same word but commanding you to do the task immediately is done by using a lower pitch, "now↓".

Juncture, or when one pauses, can also be extremely

meaningful in Language. For example, the same sounds are used when designating one's transportation "my train" as when one is predicting the weather "might rain". The only difference between these two examples being juncture.

We have now seen some of the problems of sound classification: determining entities to be classified as phonemes, and studying the prosodic features of stress, juncture, and pitch.

The last area of study in phonetics (sound transcription) is actually a tool employed in the other two areas of phonetics--sound production and sound classification. Phonetic transcription is actually a universal method of precisely transferring sound into print. The process is actually too involved for me to quickly present an adequate introduction. For example, the egressive, nonvoiced, interdental, fricative-- commonly referred to in the English Language as the th sound -- is represented by the Greek symbol theta (θ), but that comes in a later lecture. Sound transcription, however is very valuable in the field of phonetics. It can also be used to develop a written form of communication in languages not possessing writing.

The field of phonetics is a very salient area of study, applicable to almost all the areas of communication: including international studies. It is my hope that you have

received an idea of what is involved in this exciting area of language through this introduction to phonetics.

APPENDIX C

Name _____

PHONETICS EXAM

Each of the following statements is missing one word. To answer the question write the missing word on the blank provided. Approximate spelling will be accepted.

1. The place of articulation of a bi-labial sound is the _____.
2. The three manners of articulation considered were: a stop, a fricative, and a (an) _____.
3. Comparable to punctuation in grammar, phonetics deals with: pitch, _____ or pause and stress.
4. The phonetic concept of pitch, (pause), and stress are examples of _____ features.
5. The sound mechanism, located in the back of the larynx or Adam's Apple, which produces the concept of voicing is called the _____ cords.
6. American Indian communication is an example of language which did not develop a _____ counterpart.
7. In the English Language all meaningful sounds are produced with _____ lung air, meaning air that is being forced out of the body.
8. The area of phonetic study which is similar to the grammatical area of writing is called sound _____.

9. The area of phonetics which studies the human mechanism involved in making speech sounds is called sound _____.
10. Writing only symbolizes _____ or speech, which is itself a symbolization of reality.
11. The actual material from which speech sounds are produced is _____.
12. To be classified as a phoneme, a phonetic sound must be _____.
13. The phonetic counterpart of a grammatical sentence is called a (an) _____.
14. Phonetic _____ is a universal method of transferring precise sounds into print.
15. The lips, teeth, tongue, and alveolar ridge are examples of _____.
16. A variation of the r sound, which is not phonemic, is the tap r - sometimes referred to as the _____ r.
17. The written or grammatical counterpart of a phonetic morpheme is a (an) _____.

APPENDIX D

January 14, 1972

Mr. Ed Sutter
Speech Department
Eastern Illinois University
Charleston, Illinois 61920

Dear Ed:

This letter is in response to your inquiry of the local ACLU Chapter regarding problems of appearance, especially long hair, which affects students and teachers.

Our experience has been that for students the question of dress codes has been pervasive and almost always a source of great tension with school authorities. Numerous cases of students being dismissed from school because of personal appearance have been reported even since the Seventh United States Judicial Circuit Court ruled them unconstitutional. The presumed rationale for dismissal usually is connected with the so-called disruptive effect on the educational process brought about by long hair, beards, bell-bottom pants, etc.

In addition, there have been repeated instances of student teachers who have been forced to conform to what is, in effect, a dress code (cut hair, shave mustache, wear certain type of clothes) on the similar assumption that such appearance was unprofessional and would, therefore, impair the effectiveness. There have been eight students in the past year who have come to the ACLU for assistance with precisely this problem and we are currently investigating the possibility of filing suit against a school board which removed a student teacher on this same charge. Many others report that prior to student teaching, they are informed that they will have to conform to certain standards of appearance or they will simply not be placed in that school.

So, it seems to me that this is a problem which many persons in this University and others are facing in the process of becoming professionally qualified teachers.

Sincerely,

Signed

Tom Seals, Chm.
East Central Illinois
Chapter-ACLU

ARTHUR A. BENSON II
Attorney at Law

1020 Commerce Tower
911 Main Street
Kansas City, Missouri 64105

516-421-2050

January 21, 1972

E. George Sutter
1609 11th St.
Charleston, Illinois

Dear Mr. Sutter:

Your letter to John Swomley, President of ACLU - Western Missouri, has been referred to me since I am the General Counsel of that organization.

Hair cases are definitely a problem in Missouri and Kansas. In the past few months our affiliate of the American Civil Liberties Union has litigated six or seven such law suits, some of which are still pending. I will be glad to make available copies of any of the pleadings in those law suits should you desire at a cost of \$.10 per page. In addition I have a transcript of the testimony of a high school principal in Henley, Missouri, including my cross-examination of him. The principal makes many absurd contentions with regard to hair style, including allegations as to disruptions caused thereby. One of the points of my cross-examination was an attempt to elicit from the principal what valid educational purposes are served by restricting hair length. I would be happy to make a copy of that portion of the Court's transcript available to you at a cost of \$.10 per page. I believe the principal's testimony and cross-examination runs about 45 or 50 pages.

I know of no hair problem arising in Liberty, Missouri; however, our cases have included one in Liberal, Missouri, as well as Henley, Jasper, Neosho, and Johnson County, Kansas.

Yours very truly,

Signed

Arthur A. Benson II

AAB:kw

APPENDIX E

IN THE UNITED STATES DISTRICT COURT FOR THE
WESTERN DISTRICT OF MISSOURI
CENTRAL DIVISION

GUY GREGORY CLEMENTE, a minor,
by William Clemente and Mary
Lou Clemente, his parents and
next friends, et al.,

Plaintiffs,

Civil Action

vs.

No. 1750

EUGENE DABBS, President, Board
of Education of the COLE R V
SCHOOL DISTRICT, et al.,

Defendants.

TRANSCRIPT OF TESTIMONY OF HOMER DEAN GOLDNER

UPON TRIAL OF THE CAUSE

October 5, 1971

On Tuesday, October 5, 1971, pursuant to notice,
the above-entitled cause came on for hearing before the
HONORABLE WILLIAM H. BECKER, Chief Judge of said Court, and
the following proceedings, in part, were had:

A p p e a r a n c e s :

For the Plaintiffs: Mr. Arthur A. Benson, II
1020 Commerce Tower,
Kansas City, Missouri.

For the Defendants: Mr. Cullen Coil,
211 East Capitol,
Jefferson City, Missouri.

* * * * *

THE COURT: Are you ready to proceed with your evidence?

MR. COIL: Yes, I am ready.

THE COURT: Call your first witness.

MR. COIL: Mr. Goldner.

HOMER DEAN GOLDNER.

called as a witness on behalf of the Defendants, having been first duly sworn, testified as follows:

DIRECT EXAMINATION

BY MR. COIL:

Q Will you please state your name to the Court?

A Homer Dean Goldner, G-o-l-d-n-e-r.

Q What is your age?

A I am 30 years old.

Q What is your occupation or profession?

A I am presently employed by the Cole R V School District in capacity of principal and instructor of industrial arts.

Q In what school?

A Cole R V School District.

Q How long have you been principal of or teaching in a high school?

A Five years in high school. This is the fifth year in a

high school. This is the second year as principal;
second year at Cole R V High School.

Q How many total years of teaching experience have you had?

A This is my ninth year.

Q Would you just, in your own words and very briefly, tell the Court and state for the record what occurred on August 27, which it is agreed was the enrollment day at R V School?

Q On August 27th, the students met in the gymnasium for an assembly. The superintendent, Mr. Walter Butler, informed students at this time that they would have to comply by the rules made by the Board. They would receive a written copy of this when they transferred to their home rooms. They were also told that this rule would be strictly enforced.

When they reported to their home rooms, I passed out the written sheets stating the regulations for the Cole R V Junior High and High Schools, and I stated in each room that these rules would be rigidly enforced.

Q On that date, Mr. Goldner, you observed by going from home room to home room, as I understand you, practically every student in the school?

A By seeing their bodies present, yes. I saw all of them as groups.

Q Did you observe any -- well, first, tell the Court, did you go around and look at each person's hair, specifically?

Q No, sir.

Q But in passing out these slips, did you observe any male students who were not in compliance with the hair regulation, provision, of Rule 16?

A Yes, there were several students. In fact, I pointed out someone in each room who was not in compliance with it and said if their hair does not come to this standard, such as -- and I would give an example in each room. And in the case of Mr. Clemente's class, I used Mr. Clemente for an example.

Q What was the length of his hair on that day?

A It's my judgment that it is longer than it is now.

Q How much longer?

A If you mean by measuring it, I neither took time nor --

Q No, I don't mean by measurement. I mean with respect, with relation to the lower part of his ear.

A Yes, it covered his --

Q His shoulder?

A It covered the lower part of his ear and it appeared to me as he turned his head it struck the top of his shoulders here.

Q You are indicating your coat collar?

A Yes, right across here.

Q On the inner side of your coat collar towards your neck?

A Right.

Q And you are saying that at the shoulder height it struck that part of the coat?

A In my judgment, yes.

Q You saw it; you saw his hair on that occasion?

A Yes, I did.

Q How many boys did you see on that day, would you estimate, on the 27th, whose hair didn't comply?

A I have no way of knowing any exact number. I would say probably 20.

Q The next school day was Monday, wasn't it?

A Yes.

Q As a matter of fact, haven't we been stating this a little wrong? I don't think it matters, but just for the record, I have been saying August 27th was enrollment day. Wasn't Monday enrollment day, really?

A Monday was the first day they attended classes.

Q In other words, I have been correct, August 27th was the enrollment day?

A Yes.

Q All right. The 30th, then, Monday the 30th, was the first day of school. How many of the boys who you

observed on the 27th, who were not in compliance, were in compliance on the 30th?

A I would say all but maybe four or five.

Q Was the plaintiff in this case, the minor plaintiff, Guy Clemente, one of those four or five?

A His hair was just as long but it was combed in a different manner and in such a way that I would say he was at least trying to comply with it. And this is what I went by. If they were trying to comply with the rule by combing it back to make their ears visible, not off of their shirt collar and above their eyebrows. And he did have his hair cut shorter.

Q You mean on the 30th?

A Yes.

Q What did you tell him and the other five boys who were not in compliance?

A I did not say anything to him on this day, to Guy.

Q What did you tell the others?

A One boy, I told that unless he had a ride home, he had just as well not get on the bus, Clifford Miller.

Q Who was that?

A Clifford Miller was told. Now, in this case I saw him on the bus route, so I saw him and told him that unless he had a ride home after he got to school, he had just as

well not ride to school because he would be sent home.

Q Was Buy Clemente on the bus at that time?

A Yes, he was.

Q And did you say anything to him?

A No, sir.

Q Why not?

A Because at that time he had his hair combed back so that I could see his ears.

Q Had he changed the length of his hair between the 27th and Monday?

A Yes.

Q He had cut it to approximately what length?

A So that when it was combed it would only cover the top portion of, or half of, his ear. If it was combed down, it was over it, which he did later.

Q But could he comb it above the ear?

A Yes.

Q And would it reach his collar in the back?

A No, sir.

Q Could he comb it up from his forehead so that it would be at least an inch above his eyebrows?

A Yes.

Q And on the 30th, did he have it combed that way?

A Yes.

Q Now, on the 31st, would that be Tuesday? Mr. Clemente

has testified that he was ill that day, and didn't attend school. Do you have any record or reason to doubt that?

A I have no reason to doubt it, but without checking with the secretary for the enrollment that day, I would not know.

Q The next time, then, that Mr. Clemente says that he returned to school was on September 1; that would be Wednesday, right?

A Yes.

Q Did you observe his hair on that day?

A Yes, I did.

Q What was the condition of it?

A His hair, in my opinion, was deliberately combed down over his ears when I saw him in the hall, and I told him at this time that he would have to get his hair cut or not return to school the following day; for the simple reason that it appeared to me it was a deliberate act of defiance by combing it down this way to see if he could get away with it.

Q How about the hair on his forehead? How was that fixed?

A I can't remember it exactly. If it violated the rule in one place, I personally don't see why it should have to violate it in all three places.

Q I know, but do you recall what the condition was?

A No, sir.

Q How was it combed?

A It was combed down so that at least half of his ear was covered by it.

Q You told him at that time what you have just stated to the Court?

A Yes.

Q What happened on September 2nd?

A This is Thursday?

Q Yes, sir.

A September 2nd, on Thursday, when I made my bus trip, he came out to get onto the bus. His mother was with him. He stepped up onto the first step of the bus and she took two pictures. And I told her at this time that unless she was going to come in and pick him up, that he could not ride the bus.

Q Why?

A Why, because his hair did not comply with the Rule Number 16 made by the Board.

Q And in what respects did it not comply?

A In what respect did it not comply; it was hanging down over his ears; it was combed down at least halfway on his ears.

Q How about the hair on his forehead?

- A Again I did not notice this.
- Q Did you again tell Guy that he had complied on Monday by combing his hair so that it was above his ear but that now he was again completely defying you, your regulation?
- A I don't remember if it was at this time or when he later came to school.
- Q But you did so tell him that?
- A Yes. I told him that students have been complying by combing it back over their ears and therefore making a line around their ear visible.
- Q He didn't return to school after September 2nd, did he?
- A He returned with his mother for a short period of time but not to attend classes.
- Q What was the purpose of that?
- A They came in and talked to Mr. Butler.
- Q What day was that?
- A This was the same day, September 2nd, Thursday.
- Q Were you present at that conversation?
- A No, I was not.
- Q Mr. Goldner, you say you have had nine years of teaching experience?
- A Yes, sir.
- Q I want you to state whether or not based upon your

experience as a teacher and your two years experience as a principal in R V School, whether or not you have an opinion as to the effect upon the educational process including the discipline of students, of the failure or refusal of students to comply with rules and regulations pertaining to discipline and particularly with respect to the appearance of a student's hair. Do you have an opinion?

A Yes.

Q Just say, do you or don't you?

A Yes, I have an opinion.

Q Will you state what that opinion is?

A My opinion is, regardless whether it is hair or dress, that their appearance makes a definite impression upon entering a classroom, whether it impresses the teacher, or the students, or both, it does make an impression; just as it would impress you if I came in here with my tie off, my shirt unbuttoned, and barefoot. You would form an opinion of me immediately. Students have the same thing when they walk into a class room, opinions are formed of them as to whether or not they are trouble-makers or whether or not they agree with the rules or whether or not they are willing to go along with them whether they agree or not.

MR. COIL: I have no further questions.

CROSS-EXAMINATION

BY MR. BENSON:

Q Mr. Goldner, you say that Mr. Clemente enrolled on Friday, the 27th of August, is that correct?

A Yes.

Q And attended school on Monday and Wednesday, the following week, is that correct?

A Yes.

Q You say, I understand you have nine years of educational experience, teaching and as principal. Is that correct?

A Yes.

Q With regard to this haircut, you said that on one day when Guy attended, his ear was visible because he combed his hair back, is that correct?

A Yes.

Q And on another day, his ear was half covered and you determined he was in noncompliance with the rule. Is that correct?

A Yes.

Q Based upon your nine years of experience as an educator, would you describe what valid educational purpose is served by exposing a student's ear?

A The exposure of his ear has nothing to do with it. But

his deliberate defiance to a rule issued by the Board is the subject at hand. And to me --

Q So this is a disciplinary rule, essentially, is that correct? Is this hair code, Paragraph 16, is this a disciplinary rule?

A In my capacity as principal, it becomes a discipline for me in that I have to enforce it.

Q You are teaching discipline by this rule, is that correct, by requiring people to conform to it?

A I am teaching discipline?

Q Strike the question.

MR. COIL: Let him answer.

MR. BENSON: Strike the question.

Q (By Mr. Benson.) You made the example if you came in here without shoes and a tie on we would form an opinion as to what kind of person you were like. Is that correct?

A Yes.

Q If I assumed when I saw you come in with your tie off and you were barefooted, if I assumed that you were a hippie and you used drugs, would that be correct or incorrect?

A It would be correct that you might assume it.

Q But it wouldn't, in fact, be correct would it, about you?

A No, sir.

Q So that would just be my opinion, is that right?

A Yes.

Q So it would have nothing to do with whether, in fact, you really were a hippie, whether you wore shoes or not, is that correct?

A I believe the point was whether it had an effect on the classroom.

Q So we are getting to that. So now you say when students enter a classroom, their appearance causes other students and the teacher to form an opinion about them. Is that correct?

A Yes.

Q Is that what you said?

A Yes.

Q Is that what you meant?

A I think it is basically true, yes. People can't help but form an opinion.

Q And this opinion, what would this opinion be, if a person came in wearing hair as Guy Clemente is wearing his currently?

A If he walked into a classroom in our school the first thing they would do -- he was definitely violating our dress code and their opinion is he would cause a disruption in class because he would be the only one getting away with it so they would send him to the office.

Q Would that opinion be any more correct than my opinion that you are a hippie?

MR. COIL: If the Court please, I would like for him to define "a hippie".

THE COURT: I don't think he really has an opinion that the witness is a hippie.

You don't, really, do you?

MR. BENSON: No. I admit that if that is my opinion, it is incorrect.

Q (By Mr. Benson.) And is the opinion formed in the classroom, is there any more assurance that it is a valid opinion than my opinion about you?

THE COURT: Do you understand what he is asking you? He is asking you if it isn't as erroneous to form an opinion about a student who is violating the hair code when he walks into the classroom of the type that you have described, as for Mr. Benson in a hypothetical situation to form an opinion that you were a hippie and used drugs. All he is asking you is, don't you concede that the opinion that would be formed of a student coming in with hair violating the dress code, that he was a trouble-maker and likely to disrupt the class, an erroneous opinion?

Q (By Mr. Benson.) That could be an erroneous opinion?

A Yes, it could be.

Q Is it your testimony that his hair code, then, by requiring certain compliance of students, makes these students in a position to form a favorable impression upon their fellow students and the teachers? Is that correct?

A Would you repeat that?

Q The hair code requires conformity to, conformity in, the type of impression they make upon students, is that correct, and other teachers?

Let me try again.

You said that one of the reasons for having this rule is because of the impression that people with long hair make when they walk into a classroom. Is that right?

A This impression, in turn, causes the disruption we were talking about, I understood.

Q What kind of disruption does this cause, this impression, cause?

A As I said, the first impression is that teachers at Cole R V would call attention to this because they know it is in direct conflict with our rule. So by doing this, they are calling attention to the student, which causes disruption.

Q What kind of disruption?

A Generally --

Q Disruption in the teacher's mind or in the students' minds or does it cause somebody to throw up their book in despair?

A Generally it causes a burst of laughter, I would say, and causing a period of time in which to get the students settled down to the work at hand.

Q Do you teach classes this year?

A Yes, I do.

Q Does Mr. Clarkson attend one of your classes?

A Yes.

Q Mr. Clarkson is the blond who parted his hair down the middle, is that correct?

A Yes.

Q When he walks into the classroom with his hair half an inch above his eyebrow, does he cause people to laugh?

A No.

Q Does any -- Does Guy Clemente, when he walks into class, cause laughter?

A I do not have Guy in any class, so I cannot answer this.

Q So you don't know of any instance where Guy Clemente caused laughter upon entering a classroom, do you?

A Are you talking about this year? Because of his hair or do I know of an instance when he caused laughter? Was that your question?

Q Because of his hair. Do you know of an instance when Guy Clemente's hair caused people to laugh when he entered the classroom; personally?

A No.

Q We have heard earlier that some 40 or 50 students were called to a meeting with Mr. Butler last week some time.

Is that correct?

A Students were called but the number is grossly wrong.

Q How many, approximately, were there?

A Twenty-nine.

Q Twenty-nine?

A Yes.

Q That is not 30. I assume you counted them?

A You said, did I count them?

Q Yes.

A I counted the names that were on the list.

Q Who compiled the list?

A With the exception of three, our coach.

Q The coach?

A Yes.

Q Do you know what criteria were used for compiling the list?

A Our school dress code.

Q They were all -- were they all male students?

A Yes.

Q Were they called because they were in noncompliance with the hair code?

A They were in noncompliance at the time he saw them.

Q At the time he saw them. Then there were 29, is that correct?

A I believe so.

Q When was this meeting held?

A On the last 15 minutes of the day on Wednesday of last week.

Q Wednesday of last week would have been September 29th, is that correct?

A Yes.

Q Prior to September 29th, say between the opening of school and September 29th, how many students were in noncompliance with the hair code but subsequently cut their hair and became in compliance?

A Approximately 14.

Q Fourteen. So that gives us about 43 students who at one time or another were in noncompliance?

A No, that is not correct. Some of the 14 were in there again because at the time they cut it, it was in compliance or in a way that they were combing it, it was in compliance, but on that particular day when they were called, it was not in compliance.

Q How many students are there in the high school?

A Does this include junior high, of which they have jurisdiction also?

Q How many in the building?

A We have this rule which is for 225 students, 7th through 12th.

Q Two hundred twenty-five students?

A Yes, sir.

Q How many male students?

A I don't know.

Q Approximately half?

A More than half.

Q More than half. Say 125; is that about the number of males there are in school?

A I couldn't answer that correctly.

Q Approximately, within ten or fifteen either way?

A I suppose so.

Q And of these would you say that some 50 have at one time or another been in noncompliance with the hair code?

A No.

Q We have 29 on September 29th?

A Right.

Q Were there others at other times?

A As I just stated, many of these 29 were some of the same ones who were repeat cases and had got it trimmed just enough. After all, we are in the sixth week of school. In six weeks, your hair does grow.

Q Were there other students other than the 29 who were in noncompliance at one time or another?

A Yes.

Q And then complied?

A Yes.

Q How many of those were there?

A I don't know. I don't have the number?

Q Eleven, maybe?

A I wouldn't say 11.

Q Ten?

A I wouldn't say any number because I do not know a number.

Q Assume that there were 11. That gives us about 40, a round number. Are you willing to assume that, give or take five or so, are you willing to assume there were about 40 kids one time or another in noncompliance?

A No.

Q Let's say there were 30. How many classes a day do they attend out there, five courses?

A It depends on the students.

Q What is the average?

A We have a seven-period day. Some of them have three classes; some of them have five classes.

Q Would four be an average?

A I would say so.

Q So that is -- and they go five days a week, is that right?

A Yes.

Q And if we have 30 students in noncompliance with the hair code, we have something like 1800 instances when people walked into classrooms and laughter broke out. Did that happen?

A Not to my knowledge.

Q That would be an awful lot of laughter in the school, wouldn't it, if every time somebody with long hair walked into a class it caused laughter. Wouldn't that be a lot of laughter?

I would like to show you the year book. Do you recognize this?

A Yes.

Q What is it?

A It's a Cole R V year book for the 1970-71 school year.

Q This is the year just completed last June. Is that correct?

A Yes.

Q The hair code was in effect last year, was it not?

A Yes.

Q You were the principal then?

A Yes.

Q Was it enforced?

A Yes.

Q Were students suspended or separated from school for noncompliance?

A Yes.

Q You are predominantly in charge of enforcing, isn't that correct?

A Yes.

Q I would like to refer your attention --

MR. COIL: Are you going to have this marked as an exhibit?

THE COURT: Give this an exhibit number.

MR. BENSON: This will be Plaintiff's Exhibit No. 5, I believe.

THE COURT: All right. This is the year book for the year ending in June, or May, 1971.

Q (By Mr. Benson.) When did the school year end for which this year book refers?

A May 21, I believe, on a Friday.

Q I am going to show you what has been marked Plaintiff's Exhibit Number 5 and refer your attention to page 52. No. I refer your attention to page 51. And ask you to tell me what is shown on that page.

A What is shown on this page?

Q Yes.

A This is the page of the sophomores.

Q Sophomores?

A Yes.

Q Juniors this year?

A Yes.

Q Do you notice a couple of the pictures have circles around them?

A Yes, I do.

Q Are you familiar with those students?

A Yes, I am.

Q Would you say that from their pictures they are in compliance with the hair code?

A No.

Q That they are not?

A No.

Q Do you know if they were suspended?

A Robert Bruce was, he is suspended for not getting his hair cut, and he finally quit school because he refused to comply with our rules.

Q What was this name?

A This boy's name?

Q Yes.

A Robert Bruce.

Q You are referring to the third, the middle picture on the next to the last row, is that correct?

A Yes.

Q What about the picture, the second picture, on the second row?

A Darrell Clarkston.

Q Was he suspended last year?

A I don't remember.

Q I would like to direct your attention to page 57. What is pictured on that page?

A Two boys, three, four.

Q There are many persons pictured?

A Right.

Q Some of them are circled?

A Five of them.

Q Would you say those five that are circled are in compliance with the school hair code as pictured.

A It depends on how it was being combed, whether or not they are in compliance.

Q well, we will get to that later. But as they are pictured --

A As they are pictured, four of them are not.

Q Four of them are not in compliance. Which one is in compliance?

A Which one is in compliance?

Q Of those five, yes. Would you point to the one?

A I glanced at this over here. But I guess if you call this corner down here, down to his eyebrow, none of them are.

Q Do you know those five students?

A Yes.

Q Were any of those suspended last year?

A Yes, they were.

Q All of them?

- A No.
- Q How many of them were?
- A I can only remember three of them.
- Q Three of them were suspended?
- A Four of them.
- Q Four. Were they suspended because of their hair length?
- A Three of them I know because of hair length. The fourth, I don't remember.
- Q Name the three who were suspended because of hair length.
- A Tim Puckett, Clifford Miller --
- Q What is the first one?
- A Tim Puckett.
- Q You are pointing to the fourth picture on the fifth row. Is that right?
- A Yes, sir.
- Q He was suspended because of his hair. Is that right?
- A Yes.
- Q Who else?
- A Clifford Miller.
- Q Which one is Clifford Miller?
- A Here.
- Q You are pointing to the last picture on the fourth row?
- A Yes.
- Q Who else?
- A And Walter Emmerick.
- Q Was he suspended last year?
- A Yes.
- Q Because of hair length?

- A Yes.
- Q And he is the fourth picture, second row?
- A Yes.
- Q What about the other two?
- A I don't remember.
- Q You don't remember them being suspended, is that right?
- A No.
- Q You said that it depends upon how the hair is combed as to whether a person is in compliance or not. Is that correct?
- A Yes.
- Q The length of the hair, then, is really not important. Is that right?
- A I wouldn't stretch it far enough to say it is not important. But I would say that --
- Q The length of the hair itself is not determinative of violation of the hair code. Is that right?
- A Not by the way it is written; not in the way that I interpret it.
- Q How about the way it is enforced? Does length of the hair -- is that the sole determining factor in enforcement?
- A No, sir.
- Q The way it is combed, is that a prime criterion in enforcement?
- A Yes, if they comb it so it will meet the requirement.
- Q How do you suggest that students comb their hair if they have hair like the plaintiff?
- A How do I suggest they comb it?

Q So they will be in compliance with the school rule.

A He would have to comb it so it does not cover up his ears. He has it short enough that when it stands up it doesn't touch his collar, I believe, and he would have to comb it back on his forehead.

Q Could I have our first four pictures back, Your Honor, Plaintiff's Exhibits?

I am going to show you what has been marked Plaintiff's Exhibit 4. Is that a picture of Guy Clemente?

A I guess.

Q Does that show his hair down near his eyebrows?

A Yes.

Q Is that in noncompliance?

A Yes.

Q If he would comb it to the side, would that be in compliance?

A Yes.

Q What if during normally active school day his hair slipped back down over his forehead? Would he then be in non-compliance?

A Unless he made an attempt to get it moved. If he just left it there, yes.

Q Say he was working on a biology experiment and didn't notice his hair had come down and it was there for fifteen minutes. Then after he finished the experiment he pushed his hair back. Would he have been in noncompliance during that fifteen-minute interval?

A The way the rule is written, yes. But nobody is going to say during this fifteen-minute period of time during

an activity type situation, in which it might become down on his forehead --

Q Say you are in English class and you have a reading exercise and you have to refer to your books occasionally and while your head is up there is no problem about your hair but if you look down at your book, the hair swings down a little bit and falls into noncompliance. A person looks back up and pushes his hair back, then he has the required inch above his eyebrows. Would such a person be in compliance with the school rule?

A In my opinion, he is in compliance if he is trying to do what he can to keep it there. I try to go as far as I can with them. I realize that some of these boys that come to school now have their hair combed one way at school and comb it down another way at night.

Q So what matters is whether he is trying or not?

A Right.

Q How do you know whether a person is trying or not? Do you watch them closely? Do you count the number of times he pushes his hair back?

A I know every student in that high school, I think, with the exception of the seventh graders that just came in. And I know how many times they have been in the office, and I know whether or not they are trying to get along or whether they are trying to --

Q Do you know Mr. Clarkson?

A Do I know him?

Q Yes.

A Yes. He was a student last year and a student this year

in my class.

Q Is he trying?

A Is he trying? In my opinion he is trying.

Q So that is why you haven't enforced the school rule against him. Is that right?

A Anytime he is in my presence, he is constantly keeping the hair up off of his forehead so that he is in compliance with the rule.

Q You earlier said, didn't you, that if a person is in non-compliance under just one of the three criteria on here that is enough to suspend him or call your attention to him. Is that right?

A Yes.

Q Do you know how long Mr. Clarkson's sideburns are?

A Do I know how long Mr. Clarkson's sideburns are?

Q Yes.

A Yes.

Q They come to the bottom of his ear.

A Yes, they do.

Q What does the code say about that?

A I believe that you just read that it says it should come to the middle of his ear.

Q So Mr. Clarkson is in noncompliance now, isn't he?

A Yes, he is.

Q Had you noticed this before?

A Yes.

Q Why has it not been enforced against him? Because he is trying?

A I haven't enforced any of the sideburn rules against any student.

Q I thought you said earlier that just being in violation of one was --

A We were talking about hair at the time.

Q Sideburns is not part of the hair? Is sideburns a part of the person's hair cover on his head?

A Yes. But for some strange reason, I separate it from being on top of the head to being a cover of the chin whiskers and associated with the lower half of the face.

Q That is a strange reason. Why did you do it?

A I don't know why.

Q Is that a school board policy?

A Not that I know of.

Q You say you were using school rules to teach discipline. Is that right? That is one of the things, anyway, in a school rule, to teach discipline?

A Did I say that it taught discipline?

Q Is that correct, one of the things you are teaching in school is discipline?

A Yes.

Q And school rules are a way you teach discipline. Is that right?

A It could be.

Q You had nine years educational experience, is that right?

A Yes, sir.

Q Do you have a degree in education?

A I have a bachelors degree and a masters degree, plus --

Q What is your masters degree in?

A I have a M.S. in secondary education.

Q Did you study discipline and such matters in gaining your masters degree and how to teach discipline in schools and so on?

A No.

Q You did not. From your nine years experience, have you learned much about teaching discipline?

A I never really thought of it as teaching discipline.

Q What sort of effect on discipline would the enforcement of arbitrary rules have upon a student? Assume you are enforcing an arbitrary rule. What sort of effect upon student discipline would that have? Would that have a dilatorious effect on student discipline, to enforce an arbitrary rule?

A I don't understand your question.

Q Well, say we have an unreasonable rule, a rule that has no relation to any valid purpose and you enforce that rule even though there is no purpose for it. Assume that is an arbitrary rule. Would you think that based upon your nine years experience and your two years as a principal that enforcing such an arbitrary rule would have a dilatorious effect, a harmful effect, upon discipline?

Are you thinking it over?

A Yes.

Q Let me know when you have reached a decision.

A No, I don't think it would.

Q You don't think it would have a harmful effect?

A I don't think it would have a harmful effect.

Q What is important is teaching discipline, is that right? It doesn't matter whether the rule is arbitrary or reasonable, but teach discipline?

A It depends upon how far you stretch it in fancy, whether or not it is reasonable is an opinion.

Q We are assuming --

THE COURT: Let him answer the question. You ask him three or four questions and then don't let him answer any of them.

What do you want to say to finish your answer? Do you want her to read back what you were saying?

A Yes.

(WHEREUPON, the answer above-referred to was read by the reporter.)

A This is what I started to say. It is an opinion whether or not it is reasonable. To some people this hair code, evidently, is not reasonable; and to others, it is.

Q (By Mr. Benson.) What is the reasonable distinction that you draw between sideburns and other hair on the head, which allows you not to enforce one and to enforce the other?

A I have no justification for this.

Q You said earlier that in your opinion some students deliberately comb their hair over their ears, that this was a deliberate act of defiance. Do you recall saying that?

A Yes.

MR. COIL: Excuse me. I think he said that as to Clemente, if I recall correctly. The plaintiff had deliberately combed his hair down.

THE COURT: Yes, he said that.

Q (By Mr. Benson.) Sometimes, students, in your opinion, deliberately defy the school rule by combing the hair over their ears. Is that right?

A Yes.

Q Did you say that Clemente deliberately combed his hair over his ear?

A It is my opinion that he did.

Q On what objective facts do you base your opinion?

A On what objective facts? On that day, if it were an accident, it would be likely that one ear would be covered and the other one not, if he had it combed back. It is not likely that he would have both of them combed down neatly so it had come back midway on his ear.

Q That established that it was deliberate. How do you establish it was an act of defiance?

A How do I establish; from past experiences with Guy in the previous year.

Q What sort of past experiences are you referring to?

A Experiences that he had in classrooms for which he was sent to my office for.

Q Did these have something to do with his hair length?

A No, sir.

Q Have you ever had Guy as a pupil?

A No.

Q What sort of acts has he been sent to the office for?

A Class disruption, and defiance in compliance with something that was asked of him to do in class.

Q What was he asked to do in class?

A One instance in English class, he was asked to read some sentences and he refused to do so.

Q Are students occasionally sent to your office?

A Occasionally, yes.

Q You are not saying that that, these previous instances in which Guy was involved, had anything to do with his hair, are you?

A They did not have to do with hair, no.

Q You are not, then, saying that you enforce the hair code on the basis of whether you have had any past experience with students having been sent to your office, are you?
Is that one of the criteria you use to enforce this rule?

A Is that --

MR. COIL: If the Court please, I think he is misinterpreting the testimony and I object to the question based on the misinterpretation. He asked the witness why he formed the opinion that he not only did this deliberately, combed his hair over his ears, but that he did it in defiance of the regulation. And he said he reached that conclusion of defiance, which he asked him about, based upon his prior experiences with Clemente for things for which he had been sent to the office.

MR. BENSON: I asked him a new question, which I

believe was --

THE COURT: I sustain objection to the form of the question.

You made a statement and asked a question and mixed them both together. What is it you want to ask him? Just ask him a simple question without preliminary summary of what you think he said.

Q (By Mr. Benson.) Is one of the criterion for your enforcement of the school hair regulation, your previous experience in a disciplinary situation with students?

A If you are saying do I determine whether or not that I think he is trying to comply or whether or not he is deliberately trying to get away with something by experience that I have had with the student before, yes.

Q That is not what I asked.

THE COURT: Let him finish.

A Yes, I do, in this way: I don't know whether this is a human characteristic or not, but I assume that it is, that your second judgment is based on your first, and your third is based on the first, too.

Q (By Mr. Benson.) You said earlier you announced on the 27th of August you were going to rigidly enforce this hair code. Is that correct?

A Yes.

Q Have you rigidly enforced it?

A To the best of my ability.

Q Have you enforced it against sideburns?

A Have I? No.

Q You have not in some instances, then, rigidly enforced it?

A That's correct.

Q But you have, in other instances, is that correct?

A Yes.

Q Is one of the criterion on which you decide whether to enforce it or not your previous disciplinary experience with the student?

A To enforce whether or not they come to school with sideburns?

Q Yes.

A No.

Q How about with hair that comes close to their eyebrow? Do you take into regard whether you have had previous disciplinary experience with the student when his hair maybe is three-quarters of an inch from his eyebrow?

A If he makes no attempt to move it after he is asked to do so, yes, if he is continually seen with it down there, yes.

Q Did his hair code exist when you came to Cole R V?

A Yes, sir.

Q Has it been changed since then?

A No.

Q You don't know, then, how long it has been in existence?

A No, sir.

BIBLIOGRAPHY

Books

- Aristotle. Rhetoric. trans. W. Rhys Robert. New York: Random House, 1954.
- Brooks, William D., Speech Communication. Dubuque, Iowa: Wm C. Brown Co., 1971.
- Bruning, James L. and B. L. Kintz. Computational Handbook of Statistics. Glenview, Illinois: Scott, Foresman and Co., 1968.
- Cicero, Marcus Tullius. De Oratore. trans. E. W. Sutton. Cambridge, Massachusetts, Harvard University Press, 1942.
- Jeffery, Robert C. and Owen Peterson. Speech: A Text with Adapted Readings. New York: Harper and Row, 1971.
- McCroskey, James C. An Introduction to Rhetorical Communication. 2nd ed., Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Monroe, Alan H. and D. Ehninger. Principles and Types of Speech. 6th ed., Atlanta, Georgia: Scott, Foresman and Co., 1967.
- Nadeau, Ray E. A Basic Rhetoric of Speech - Communication. Reading, Massachusetts: Addison - Wesley Publishing Co., 1969.
- Quintilian, M. Fabius. Institutio Oratoria. trans. E. E. Butler, Cambridge, Massachusetts, Harvard University Press, 1936.
- Ross, Raymond S. Speech Communication: Fundamentals and Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Articles

Anderson, Kenneth and Theodore Clevenger Jr. "A Summary of Experimental Research in Ethos." Speech Monographs, 30 (June 1963), 59-78.

"Constitutional Law - Schools and School Districts - Prohibition of Long Hair Absent Showing of Actual Disruption Violates High School Student's Constitutional Rights. Requirement that High School Student's Shave is Valid if Founded on a Rational Basis." Harvard Law Review, 84 (May 1971), 1702-20.

Goldberg, A., et al. "Subordinate Ethos and Leadership Attitudes." Quarterly Journal of Speech, 53 (Dec 1967), 354-60.

Holtzman, Paul D. "Confirmation of Ethos as a Confounding Element in Communication Research." Speech Monographs, 33 (March 1966), 464-6.

Lucia, David. "Case of the Bearded Teacher." Today's Education, 59 (May 1970), 26-7.

McCroskey, James C. and R. E. Dunham. "Ethos: A Confounding Element in Communication Research." Speech Monographs, 33 (March 1966), 456-63.

McCroskey, James C. "Scales for Measurement of Ethos." Speech Monographs, 33 (March 1966), 65-72.

"Notes and Comment" Male Hair Length and Puritan Conscience." New Yorker, 43 (June 10, 1967), 29.

"Short and Long of it; Boys' Hairdos." Time, 86 (Oct 1, 1965), 54.

Tompkins, Phillip K. "The McCroskey - Dunham and Holtzman Reports on 'Ethos: A Confounding Element in Communications Research.'" Speech Monographs, 34 (June 1967), 176-9.

Unpublished Works

Six, G. D. "Dress and Grooming Standards in California Secondary Schools." Dissertation Abstracts, 29 (1969), 3401-A.

ABSTRACT

AN EXPERIMENTAL STUDY OF THE EFFECT OF LONG HAIR

WORN BY MALES

UPON IMMEDIATE RECALL IN THE CLASSROOM SITUATION

by

EDWARD GEORGE SUTTER

B. A., Southern Illinois University, 1971

ABSTRACT OF A THESIS

**Submitted in partial fulfillment of the requirement
for the degree of Master of Arts at the Graduate School of
Eastern Illinois University**

CHARLESTON, ILLINOIS

1972

ABSTRACT

The appearance of the orator has been a concern of rhetoricians since the classical era. A review of contemporary literature revealed that authors in the area of communication still include theories regarding particulars of effective speaker appearance in their writings. Although authors of speech texts have become prescriptive in their directives of grooming, today's theoretical preference for short hairstyles in educational speaking contexts has not been quantitatively tested. Therefore, this investigation was designed to experimentally assess the effects of the introduction of longer hairstyles in the classroom situation upon student's immediate recall.

One hundred twenty-nine students enrolled in eight sections of the basic speech course served as subjects. The experiment was conducted on four distinct campuses in Illinois - employing two sections of the basic course at each college. Thus both an experimental and a control group was established at each college.

The independent variable was a video-taped lecture displaying the experimenter with a long hairstyle, (S₁). This was opposed to the control treatment of a video-tape of the same lecture presenting the experimenter disguised via a short hair wig (S₂). The dependent variable was subjects' performance on a seventeen question objective test. All subjects received

the same predetermined introduction to the lecture, either S_1 or S_2 , and the seventeen point objective test based upon the material included within the lecture.

The tests were then scored and subjects results segregated according to: treatments, schools, and sex. After the tests were found to be both reliable and valid, the results were analyzed statistically.

Analysis of variance: treatments by levels indicated a significant (.001) superiority of university students enrolled in the basic speech course to immediately recall more orally presented information than junior college students enrolled in the basic speech course. The use of student's "t"-test indicated that the introduction of the longer hairstyle into the classroom situation significantly (.05) retarded the amount of immediate recall female subjects. However, the difference in male retention was not significant.